

Modern Language Bulletin

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PUBLISHED BY THE

Modern Language Association of
Southern California

1240 SOUTH MAIN STREET, LOS ANGELES

Per Year, \$1.00

Single Copy, 35 Cents

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MODERN LANGUAGE JOURNAL (October to May), special rate to members of M. L. A. S. C.	1.75
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Membership and subscription dues payable to the Treasurer, P. J. Breckheimer, Suite 309-A, 1240 South Main Street, Los Angeles.	

LITERARY AND NEWS CONTRIBUTIONS TO THE MODERN LANGUAGE BULLETIN show a steady and gratifying increase. But there are still not a few members of the Association who have yet to make acquaintance with its pages as contributors. There is not a single teacher who could not add some interesting bit to the next issue. This is intended as a reminder to each and every member of the Editor's desire for "copy,"—especially for the "little things", either personal or professional that, brought together in the "News" pages of the BULLETIN, make some of its most suggestive reading.

The American Council of Education is sponsoring an exhaustive study of foreign language instruction, somewhat similar to that undertaken by the Classical League. The Carnegie Corporation has promised to finance this project, national in scope. The personnel of the investigating committee is now under consideration, and it is hoped that this committee's first meeting can be held in April of this year. It is planned to have two or three full-time investigators appointed and the survey will include all grades of modern language teaching in the United States and Canada.

In the pages of our advertising notices appear several reminders of Cervantes and his works. Teachers wishing to commemorate the life of this great Spaniard (died April 23, 1616) may find helpful material among the titles listed.

Spanish scholarship sustained a distinct loss in the passing of James Fitzmaurice-Kelly, Litt. D., who died at Sydenham, England, last November, at the age of 66. He had served as an Oxford University professor since 1902. Dr. Kelly was a Fellow of the British Academy and an author of note. *The Oxford Book of Spanish Verse* and *Don Quixote* are among the many texts edited by him. His biography of Cervantes, published in 1913, (translated into Spanish four years later) is an authoritative treatise.

Professor Kelly was among the first group of honorary members elected by the American Association of Teachers of Spanish.

CERVANTES AND THE MODERN READER

It is proving to be an increasingly difficult task for a teacher to make our famous old classics justify their fame in the eyes of our matter-of-fact, forward-looking "modern" youth. The task is hard enough even in the case of Milton and Shakespeare; it is well-nigh hopeless in the case of foreign authors. Cervantes comes as near to being an exception as any one can hope to be. Still, the fault does not lie wholly in our young readers, but in the fact that these highly respectable old classics insist upon getting older and older—unless they really possess eternal youth and the reader has the gift of finding out that time has not withered nor custom staled their infinite variety.

Perhaps Cervantes has grown old or stale in a single sense only: in that there are features, unessential portions of his immortal work, that strike a discordant note in the great ensemble of his creation. Limiting ourselves to *Don Quixote*, this stricture has reference to more or less unrelated narratives, as, for example, the intercalated tale of *Ill-advised Curiosity*, the story of Cardenio and Luscinda, the pastoral tale of Marcela and Grisostomo and perhaps parts of the *Captive (El Cautivo)*. The latter, no doubt, is worthier of being excepted on account of its biographical features.

Very recently our American novelist, Robert Herrick, stated that he had again glanced through *Don Quixote* on the train coming west, and had found it rather slow reading; I am not certain that he did not say dull, at least, in spots. Still, to many people the idea of polishing up Cervantes and livening up the readings is as monstrous as bringing the California missions up to date by reconstructing them on a modern basis. When a man like Herrick finds the reading of Cervantes not an unmixed pleasure, contrary to all that the great Spaniard's fame presupposes, perhaps something can be done to disencumber *Don Quixote* of dead wood, and make the story wholly a living narrative. Such a procedure in no way contravenes the exacting critic's point of view, that the entire original text of *Don Quixote* is sacred; so it is, but chiefly to the student specialist and the literary historian. There can be no doubt that certain simple omissions and condensations make the text more pleasing, give the plot more forward motion and bestow more life on its episodes for the average modern reader, notably in our own country.

If our young people are getting away from our great classics, as has been admitted on all sides, surely it seems worth while to make concessions, to salvage for them the greater part of all those real values which exist in our older literature. Something choice and of abiding worth has been left out of the education of our young boys or girls who have acquired no taste or appreciation whatsoever for the work of such geniuses as Cervantes; for such a man belongs to the world's select few, to those who have left an indelible stamp on the culture of all people.

It ought, therefore, to seem wholly feasible to issue for our readers an edition of *Don Quixote* in a form that would retain its lofty inspiration and peculiar flavor, and yet not result artificial in make-up. Indeed, students in our classes have insisted that precisely those elements which a condensed edition could omit are the artificial ones. Take, for example, the close of the adventure-laden story of Cardenio and Luscinda, which is of course bound to end happily in order to comply with the traditional belief in poetic justice, a feature by no means true to life and contrary to great art. After all, the protagonists have been reunited at the close

we are told: "They shed so many tears, some at their own happiness, some at that of the others, that one would have supposed a heavy calamity had fallen upon them all. Even Sancho Panza was weeping. . . . Their wonder as well as their weeping lasted some time, and then Cardenio and Luscinda went and fell on their knees before Don Fernando, returning him thanks for the favor he had rendered them. . . ." This manner is surely not that upon which the literary reputation of Cervantes rests. He therein yielded to a well-known form of sentimental tale that comes at times painfully near to being silly; that he was rather fond of using it is evident from its presence in the *Galatea*, in some of the inferior *Novels* and in certain episodes of the *Persiles*, to say nothing of *Don Quixote*. But it is not the typical, original vein of the noted humorist who has contributed to universal literature one of its most enduring creations. This vein is apparent in the career of that immortal pair, the resourceful knight Don Quixote and his talkative squire, Sancho Panza; for their sake alone old and young have turned the pages of this unique book now for several centuries; and to continue their acquaintance among our own descendants makes justifiable any effort to lay before the modern reader a briefer form of their delightful story.

To accomplish this end it may be to the point to prepare a special edition for our schools which would also suit the general public. Of such an edition we have every reason to believe that Cervantes with his unmatched balance and sense of humor would approve. His criterion is clearly stated in his own words in the second part, in which he discussed the manner in which the public had received the story of his famous knight. He says, in the mouth of Samson (Chapter IV.), as if summing up his own point of view: "let us have more quixotic deeds; let Don Quixote do battle and Sancho talk and give us the benefit of his opinion, and no matter how it may turn out we shall be satisfied with that!"

RUDOLPH SCHEVILL.

University of California, Berkeley.

CREOLE SPEECH

"Creole" is a word which was used originally to denote persons born in the West Indies or in some of the former American colonies, as for instance in the state of Louisiana. The parents could have been of any European race, but the term applied especially to those of Spanish or French extraction. The name distinguished these native-born from immigrants who had come directly from Spain or France.

The patois spoken by the natives of the West Indies or old Louisiana is named Creole also and varies with respect to its locality. These various patois differ from dialects in that they are not cultivated as literature, and they differ from the common language of the country from which they spring forth in that they have no official character. The words "argot" or "jargon" are reserved for the corrupted speech in the cities, while "patois" is more the language of the rural population.

There are several forms of Creole spoken. They are artificial idioms. The French Creole is spoken in the French Antilles as well as in Mauritius and the Island of Bourbon. English Creole is spoken in some of the British possessions in the Caribbean Sea. French Creole in its rudi-

mentary form amounts to merely some words of the French language put in juxtaposition, that is, in close connection without syntactical change of declension or conjugation. The words are pronounced in a cajoling fashion, like the chattering of birds. The English Creole is not as harmonious, but it is equally witty, ingenious and expressive of much in a few words. The least pure of the Creole patois is that spoken along the coast of the republic of Venezuela, which is derived from the Dutch and the Portuguese, with some words from the Carib and the Goajire Indians.

In all cases the Creole is a local "parler" resulting from the spontaneous evolution, according to locality, of the common language of the land. It is marked by vulgarisms in pronunciation, grammar, etc., and it is spoken extensively by country people and illiterates.

In the case of Creole the mode of transmission is only by oral tradition, therefore, you could hardly speak of a literature written in the Creole patois. The very few written texts have come from literary men bent on language research. The oral literature reflects the very spirit of these people. It is full of proverbs, of "devinettes," of local history, of stories and of songs. It will interest the man of phonetics and the philologists, but, especially the folk-lorists and, I think, it is mostly from the point of view of folk-lore that a patois should be studied. The need of a book of this kind is obvious and I would be thankful to learn of any books on the subject of the Creole language. The chances are that one will be almost unable to purchase reading matter which could serve as an outline in studying the Creole language. I have found only three books, which were written in the last century by men who can truly be regarded as authorities on the subject. They are: Thomas, *The Theory and Practice of Creole Grammar* (Port of Spain, 1869); Saint-Quentin, *Etude sur la grammaire Créole* (Paris, 1872); A. Coelho, *Os Dialectos romanicos on neo latinicos na Africa, Asia e America* (Boletim Sociedade de Geographia de Lisboa.)

The reader will be able to gain a pretty good conception of the concise and ingenious character of the language of these simple folks after reading some of the most quoted proverbs from the French Creole, for example:

Quand avett fai danse li pas janmin invité poule.

(When spiders hold a dance they never invite chickens.)

"A band of thieves never invite the police to their rendezvous."

Cé soulier qui connin si chausset gagnin trou.

(It is shoes that know if the socks have holes.)

"You have to live with a man to know his true nature."

Zafair mouton pas zafair cabrit.

(Business of sheep is not business of goat.)

"Everybody mind his own business."

Chiq pas janmin respecté pié grand mouche

(Ticks never respect the feet of great men.)

"Misfortune comes to everyone regardless of rank."

FERDINAND MEYER LABASTILLE.

Franklin High School, Los Angeles.

PREPARATION FOR THE TEACHER OF A MODERN LANGUAGE

New social and teaching conditions make necessary a modification of our objectives. Once the disciplinary aim and a knowledge of the literature were the all important objectives. The preparation of the few for language or scientific work in college, justified its place in the curriculum of the high school. Formerly the process of selection resulted in a high average of ability in the classroom, and not only was a reasonable amount of ground covered, but it was well done. Now this is greatly changed. Psychologists are doubting the value of the disciplinary method, the compulsory law has resulted in reducing the average of capacity to a lamentable figure so that neither the amount nor the quality of work can be secured. Formerly, in two years it was possible to cover thoroughly not only the essentials of grammar, but considerable syntax, and a fair amount of reading. Today, only the simplest elements and a modicum of reading is accomplished in these two years. Furthermore, the "must" of life has been largely taken out of school life, and with it the doctrine of interest, carried to a greater extent than is wise, has left a large percentage of our young people strangers to the sense of responsibility, indifferent to the results of poor workmanship, unwilling to pay the price of a real education. It follows naturally that to cover the same amount of work requires today more time and therefore more expense.

Then, too, the new world in which we live has made us bump elbows with our neighbors and we are finding very necessary a better understanding of the wants, business methods, psychology, customs, etc., of these countries. Our commercial interests in South America have always been at a disadvantage for lack of understanding, while the German traders who receive a thorough training for the business surpass us in ability to secure markets for their goods.

This situation, namely the expense of teaching for aims which reach only the favored few, and the absence of a definite effort to develop world-mindedness, has called forth the emphatic criticisms of certain prominent educationalists. It seems to me that to a certain extent, these criticisms are fair, that we must meet them and provide for them, but not in the way suggested. As you know, the remedy proposed is to kill the patient rather than to cure him.

My suggestion is that we meet this demand in a practical, sensible modification of our aims; that is, that we do not abandon the grammar method, but that we decrease the time and emphasis that has been placed upon it, that we dispense with much of the translation and substitute resums, and that we give more place and time to the best features of natural method. In addition, we should give regular and systematic talks on the history, customs, and achievements of the people whose language is being taught.

This change in objective makes necessary additional preparation on the part of the teacher. Unfortunately, our colleges do not and cannot give sufficient conversational courses to turn out teachers who speak the language easily. (The University of California gives only one.) It becomes necessary, therefore, for the individual to supplement the university training, to take upon himself the responsibility of learning to speak the language well. It is quite possible for one to do this. May I make a few suggestions along this line for those who do not feel satisfied with their command of the language?

First and foremost, associate yourself as much as possible with Spanish-speaking people. This must be done persistently. One of the best places to meet such people is at the meeting of the Spanish Club. Here one can make a friend of some South American and exchange lessons. One university lad chummed with a Mexican boy, gave him a room in his home, and after a year's work together, he had acquired a good command of the language. A graduate of the University of California, who had just enough money to take her to Spain, earned her way there during three years by teaching athletics, kindergarten and giving lessons in English. This was accepted instead of her fifth year at college. After a year of private lessons, an Oakland teacher hired a Mexican young lady to spend the summer vacation with her. They spoke Spanish exclusively and now Miss Blank is able to converse quite well. A high school girl in Los Angeles offered to teach in a Mexican mission Sunday school. It was uphill work, but she identified herself with the teachers and in a year's time she spoke very well indeed. These are actual instances. They prove that it can be done. It is often possible to attend a Spanish church and there make friends. With this association must go a large amount of reading. Read periodicals rather than books. Read the *Neuva Democracia*, *La Prensa*, *La Vida Mexicana*, or any other good magazine. But read copiously, systematically. It pays.

Why is it that we expect our doctors and dentists and even our dressmakers to keep up with the advances of their profession and yet many of us finish our preparation when we have completed our university training? It would be interesting to know how many language teachers are doing systematic reading or study to enrich their teaching. It seems to me that we should search our hearts in this matter. We should make sure that we are not neglecting a very effective means of making our teaching more alive and interesting.

Right here let me say that the present movement for a Pacific Coast Federation of Language Teachers is a move in the right direction. We need it in order to develop a solidarity which will enable us to speak with authority, we need it as a directing center which will study, plan and undertake forward movements, we need it as a source of information and enthusiasm, but we need it also as a gathering where we may hear the language spoken and where we may meet and develop friendships among members of our neighboring countries. Let us then pull together for it, let us contribute our money just as a lawyer or a doctor contributes to his associations and let us do it willingly and with enthusiasm so that the organization may start with a swing and be a great success. Such an organization should be able to take steps to correct some of the defects in the present preparation of the teacher.

The second aim mentioned, and which the times have forced upon us, is that of developing in our students a sympathetic understanding of our southern neighbors, of helping them to think a little in world terms, of combating our provincialism and egotism, of teaching that differences in customs, manners, etc., do not necessarily mean inferiority. For this many of us are ill prepared. (Six courses are given in the University of California. A very good offering; but the fact is that very few teachers of Spanish have enrolled in these courses because they are not required. It is my opinion that one or two should be made compulsory.)

The ignorance of our adults as well as of our students regarding these countries is really pitiable. What does the word "Mexican" connote

to the average American? What but the picture the movies have invariably presented of a black-skinned, fearful-looking individual with a wide-brimmed "sombbrero," a knife between his teeth, and a pistol in each hand? As Mr. Warshaw says in his *New Latin America*, "The man whose reading on Latin America stopped with his schoolboy days has probably not the faintest inkling of the role now being played by Latin America in the world at large." For instance, did you know that a Cuban, Señor de la Torriente, is president of the League of Nations? Did you know that by Law No. 322 recently passed in Paraguay, public teachers are pensioned for their services according to the following schedule: For 15 years services they will receive fifty per cent of the salary they are receiving at the time of the application, for 16 years, sixty, for 17 years, 70, etc., and for 20 years the whole amount of salary?

Do our young people ever learn of the heroism and endurance of Bolivar? Of the marvel he accomplished when he crossed the Andes and surprised the Spaniards at Boyacá? Do they learn that their struggle for independence was much like our own—only in the face of greater obstacles? Do they know the part our country had in helping the patriots? There is so much in South American life and history that will appeal to the love of adventure and of the heroic in our boys. It is good for them to know that the word Boyacá, Carabobo, Ayacucho mean to millions of people what Bunker Hill and Yorktown mean to us. The life of the liberty-loving *gaucho* appeals to the boys, as the life of the girls in these countries appeals to girls, of our classes.

There is no surer way of motivating the class work than this of linking it up with live people by short talks on these subjects. The teacher will gain confidence in her work as she becomes interested and enthusiastic in her knowledge of these people. She will awaken the interest of her students in the names now appearing on the front pages of the newspapers, Obregon, Calles, de la Huerta, etc. She will be able to explain that this present struggle in Mexico is not a fight between men so much as between two ever-present conflicting ideas,—the aristocratic and the social conception of government.

I hear you saying to yourself: "Yes, that is all very fine, but where is one to get the time? We already have had to reduce the amount of work to be covered." My answer is, "Take odd moments which would otherwise be lost." At the beginning of the term when the school is being organized and there are no text-books available for two or three days is a good time to make a beginning. There are Fridays preceding vacation that are, perhaps, good for nothing else, and very suitable for this sort of work. There are days when a *kermes*, a circus, a detestable old-clothes day, a paper drive, etc., *ad libitum*, could be profitably used in this way. Besides, this matter of acquainting young people with the folks who speak the language they are studying is a great objective and must find room in our teaching; first, because it is greatly needed; and secondly, because it will meet a severe criticism now being loudly voiced in influential quarters. Our students have been encouraged to use this material for English talks and compositions. One reaction has been noticeable among the boys. They refer now and then to some book on South America which they are reading or to what they have seen in the newspapers or heard on the radio.

FRANCIS MURRAY.

Oakland, California.

DISPOSING OF THE FAILING PUPIL

In September, 1923, nine hundred and seventy-seven pupils registered in the Foreign Language Department of Jefferson High School. Of these 173 were in Latin, 106 in French, and 698 in Spanish. During the course of the term the six teachers in the department issued a total of 187 unsatisfactory cards to their several pupils, the distribution beginning in the fifth week.

Commencing at that time, a card catalogue was kept registering the name of each unsatisfactory student, the grade of language studied, the period of the day and the name of the instructor.

Upon receipt of the unsatisfactory card the student was visited by the head of the department. The following questions were asked:

1. What course are you following? 2. Your age? 3. Do you work for pay regularly after school? If so, what are the hours? 4. Did you receive any other unsatisfactory card? 5. Are home conditions favorable to study? 6. How many times have you been absent since the beginning of the term? 7. Are you hard of hearing? 8. What regular tasks do you have to perform at home, such as music practice, etc.? 9. What was your grade last term in foreign language? 10. Do you want to continue your language study this term? 11. Are you working as hard as you can? 12. Does this language study mean anything to you, or are you quite confused?

Weighing all the answers to these questions the head of the department listed all those students who seemed to be entirely without language power or without purpose, and, consulting with their language teacher, letters were then sent to the parents recommending that the student drop the subject or that he be made to study more seriously. In almost every case the parent was quite willing to abide by the judgment of the department, and wrote asking that the student's program be changed where this had been suggested. The doubtful cases were allowed to continue in the department until after the tenth week when the report cards were issued. In the interim they had been frequently visited by the head. After the issue of the cards, the students' grades were ascertained. Where there were failures in foreign language as well as in other subjects, the student was dropped from language. All students so dropped were registered in a study hall and allowed to carry three solids. This meant, of course, that they would be held back in class room at the end of the term.

Now, of the 187 students who received unsatisfactory cards at some time during the term, thirty-seven were promoted, fifty remained in the department, and failed and are now repeating, and one hundred withdrew. The percentage of promotion in the unsatisfactory group was 19, the percentage of failure, 81. (This figure includes students who withdrew at the suggestion of the head of the department; also those who continued in the department and failed. Of the unsatisfactory students who did not withdraw, 58 per cent failed.)

From this it is evident that 81 per cent of the students diagnosed as unsatisfactory from the end of the fifth week of study on were failures. It is further evident that about twenty per cent of all the students have at some time shown evidence of being unsatisfactory. The most important fact to be noted, however, is that fifteen per cent of all the pupils in the department either withdrew or failed.

This thought brings to me a situation which had to be met. The compulsory education laws of the State of California read that all children must attend school until the age of 16 unless exempted. Now, what subject are these fifteen per cent to follow if they drop foreign language? To keep them in a study hall is to cultivate habits of idleness, particularly where they have but three solids, of which one may be an unprepared subject. Not infrequently a student who is weak in one subject is weak in another. Furthermore, it has been said that our academic subjects are geared so high as to make success impossible for a great number of students. In Los Angeles, at least, the feeling is that the gearing has been lowered so far that almost no progress is being made. We come then face to face with this question: Shall we continue to lower the standard of accomplishment in Foreign Language and disregard the claims of the students who can and are willing to progress, or shall we establish a division of kindred work which shall serve the less capable and make possible for their continued study in high school? With this in mind, the Jefferson High School established in February a course called for want of a better name, "General Language," in which the plan is to study Greek and Latin roots and phrases used in English. Also French and Spanish words, phrases, and allusions, with correct pronunciation and practical use of the same as they appear in English. The experiment has proceeded seven weeks. Two classes were formed at periods corresponding to those in which the heaviest registration in B9 language was expected,—this was done for convenience in changing programs. At the beginning of the term enough pupils were enrolled from among those who dropped out in the previous term to start the classes. After the fifth week, the same procedure was followed as in the September term. This term, however, instead of assigning students who were unsatisfactory to a study-hall those who in the opinion of the head and the teachers were without language power or purpose were transferred to either one of these classes. At present, in the eighth week, there is a registration in these classes of seventy pupils,—three-fourths of the number who withdrew during the previous term. Of these, three are proving unsatisfactory because of neglect to study. The rest are interested in their work and are eager to gain the credit which they realize they would have lost had this opportunity not been offered them. The result of the experiment, of course, cannot be measured until the end of the term.

ALFRED L. BENSHIMOL.

Jefferson High School, Los Angeles.

CHILDREN ARE ALIVE: SCHOOLS MUST BE!

Our public schools never will be perfect. Too much depends on them, and they are too near the living center of our American civilization. The main point is that these schools be alive as the children are. Not settled down into any rock-hewn plan, every desk a tombstone, but eager, interested, looking the scene over daily with a fresh and keen eye, holding fast to the proved good, and anxious to try any new way of attainment. When a school settles into "our method," "our plans," "our technique," it is dead, a mere monument to what some educator wanted years ago. Children come new to school every day. Any day at all may be for some one the day of awakening, the later-remembered time of a new hold on life's truth. The schools must meet their trust in that same spirit, and some are doing it now.—Collier's.

A MEDAL AWARD FOR EXCELLENCE IN THE STUDY OF SPANISH

Many of those who read this are not members of the American Association of Teachers of Spanish and will not have read the announcement in *HISPANIA* of a project for the awarding of a medal for noteworthy progress in the study of Spanish in high schools and colleges. I have therefore been asked to make a brief explanation of the matter in these columns.

The A. A. T. S., at its annual meeting, voted to have a medal struck off and offered for distribution among schools and colleges, not only as a worthy stimulus to foreign language study but also as a means of calling the attention of the public to the cultural value of Spanish in the field of education.

The awarding by a school or college of a medal once or twice a year to the student showing greatest proficiency in acquiring an all-around knowledge of the language is just as legitimate an incentive to academic study in the class-room as is the giving of letters to boys and girls on athletic teams, the distribution of diplomas and medals for proficiency in typing or penmanship, or the selecting of a valedictorian for commencement day.

The idea of this award is not to give a medal to all who reach a certain grade of proficiency, but, by an elimination process of tests and competitive examinations, both oral and written, to recognize a real superiority in a public way that will serve as a stimulus to study throughout the entire course. On the occasion of the award, there would be opportunity to enhance in the minds of all the real worth and profit of foreign language study. We want the mediocre student to perceive that something more is gained than the mere credit for work done and soon forgotten.

The one thing which we must do in the teaching of a foreign language is this, to put into the hands of our pupil a tool with which to do better his life's work, to the better serve his generation. Indeed, we must do more. We must be alert to have our full share in the training of those who are to be the leaders of men so that they will be limited by no narrow horizon, who will be ready to throw the full force of their powers into the struggle to outlaw war and to promote peace among the nations of the world. I am sure that we all know and feel that the work we are doing as language teachers is a vitally essential element in the training of the coming generation at a most critical time in our national history. This plan of awarding a medal is just one more instrument of which we can avail ourselves in "carrying on" in our purposeful and far-reaching mission.

There is no attempt to limit the use of the medals to those who are members of the Association, but of course, it is expected that they will always be awarded in the name of the society whose seal they bear. As one of those appointed to have a part in the distribution, I have received a supply and am ready to send a medal to any teacher or department of Spanish on the West Coast, postage paid, on receipt of one dollar. The medal is of bronze, one and a quarter inches in diameter. Under the seal on the obverse side is a place to engrave the name of the winner, with the legend below: "For excellence in Spanish." On the reverse side are shown the three caravels of Columbus. To the ring can be attached the colors of the school or a bar with the name of the same.

It is hoped that school authorities will permit the winner of the medal to receive a corresponding credit toward his promotion as an honor pupil in recognition of his achievement in foreign language study.

The following conditions for the awarding of the medal have been adopted by the Association and it is understood that they will be strictly observed in order that the medal may always represent a really high standard of excellence:

"In high schools having a four-year course in Spanish, the medal will be awarded to the best student of the third year, or sixth term, and to the best one in the fourth year, or eighth term, once each semester in schools organized on the semester basis or once yearly in schools organized on the yearly basis. In schools giving but two years' instruction in Spanish, the medal is to be awarded to the best student completing the two-year course. Determination as to who is the best student is to be left to the discretion of the chapter or Spanish department awarding the medal.

"In colleges the medal is to be awarded once a year to the best student in the third year work and the best in the fourth year course. The medal is never to be awarded for less than two years work in a senior high school nor for less than three years of college work."

The plan originated with Mr. M. A. Luria of DeWitt Clinton High School, New York City. Other distributors are Miss Grace Dalton, Kansas City, Mo., and Mr. W. H. Hendrix, of Columbus, Ohio.

C. SCOTT WILLIAMS.

Hollywood High School, Los Angeles.

PEÑAFLO, DE RECUERDO CLASICO.

Por estar yo sobre la huella del notable Gil Blas, estudiante ladino y astuto, y puesto que su primera aventura tuvo lugar en un pueblecito cerca de Oviedo, llamado Peñaflo, regateé con motivo de este viaje, con un chofer joven, de veintitantos años, muy simpático, que me aseguró que me cobraría sesenta pesetas por el paseo de cuarenta y ocho kilómetros, y ni una peseta menos. "Con mil amores" hubiera querido llevarme más barato, pero no le era posible. Al fin y al cabo convenimos en treinta y siete pesetas, y siendo hombre experto, tragamos la distancia en medio de la atmósfera fresca, del ambiente encantador, por terrenos fecundos, campos sonrientes de maíz que ondulaba sus barbas con el viento, así como el trigo que formaba sombras delicadas al moverse con el aire. Todo florecía, y subía el perfume de los pinos, las fresas, madreselvas, rosas, y de toda una multitud de flores silvestres. Variado era el paisaje. Se veían montes picudos y peñascosos, y otros poblados de frondosos árboles.

Al fin apareció el sitio famoso únicamente por el banquete de tortillas y truchas que el vanidoso Gil Blas pagó por motivo de su adulador y panegirista. ¡Inocente Peñaflo! ¡Escena de la tontería de nuestro héroe! ¿Dónde hallar dicha taverna? ¡No existe hoy día! Las pocas chozas que forman el lugar, están escondidas en un valle fangoso, debajo de altas peñas escarpadas y ceñudas. La región se parece a Noruega. El río pasa al lado, atravesado por un puente que conduce a otra aldea. Aquí, a la sombra de las colinas, existe

una iglesia feísima. No hay ninguna casa importante. En un estanco mugriento se venden sellos y tabaco. Una tienducha sucia expone cereales y pan negro a los humildes parroquianos. Tristes graneros sin ventanas están colocados en alto para evitar la invasión de las ratas. La mayoría de los ciudadanos principales son perros hambrientos, pollos raquíticos, cerdos asquerosos y burros muertos de hambre. ¡Buen sitio para sacar fotografías! Después de varias tentativas, volvimos a Oviedo a toda velocidad.

Estaba muy satisfecha de mi chofer, Adolfo. Tocaba la bocina a cada momento para evitar la muerte de los desgraciados pollos, y guardaba siempre el lado derecho del camino. ¡Ojalá, que todos los descuidados, hicieran lo mismo! Por una curva, cuesta arriba, de repente surgió un monstruo sembrando la muerte en su trayecto. ¿Qué hacer? Adolfo tocó la bocina para dar la izquierda al otro que no hizo caso. Por eso, cambió de rumbo Adolfo, haciendo igual el otro al mismo tiempo. Todo eso pasó en un abrir y cerrar de ojos. Fué inevitable el choque. Recuerdo mi pensamiento "Nos atropella de seguro". Pero no; pasó el monstruo como una furia. El ángel de nuestro "Fordito" (nombre que se usa aquí en vez de "Tin Lizzy") nos protegió del monstruo, aunque recibimos un golpe tremendo en la parte trasera. Con la fuerza de una catapulta fuí arrojada hacia el asiento de delantera, y creí que mis costillas del lado derecho se habían hecho pedazos. Después de un segundo de dolor intenso, respiré, y no oyendo crujir mis huesos, me palpé para asegurarme que no era cadáver, y recobré ánimo. Adolfo me miró de hito en hito con cuidado, y hallándome viva, fuí a examinar los daños de nuestro agresor. Por suerte, llegó otro auto que recogió un pasajero herido. El causante de todo este desastre, quedó colgado sobre un muro de piedras que acabó de demoler, arrojando las rocas al abismo.

De todas partes vino gente a presenciar el desastre. Había que ver sus esfuerzos para retirar ese diablo de máquina por entre las piedras. Mujeres gigantescas y hombres fornidos trabajaron juntos. Resultó que el otro automóvil quedó en la cuneta, destrozado, inutilizada su maquinaria. En su palanca había una piedra de veinte kilos, testigo mudo de su arriesgada maniobra.

Nosotros sólo sufrimos la rotura de unos radios de una rueda de atrás, y Adolfo tuvo que componer ciertos alambres antes de que pudiera funcionar el auto. Estábamos cerca de la ciudad y volvimos con mucha lentitud.

Lo que más me asombró, era la tranquilidad de los choferes. Nada de disputas ni de reprensiones. La culpa fué del descuido criminal del otro, pero Adolfo de nada se quejó, conservó una calma ejemplar, una actitud estoica, y los dos no cambiaron ni amenazas, insultos ni censuras. En mi país hubieran echado chispas, viniendo a las manos, yendo a parar al juzgado.

No me atreví a preguntar a Adolfo si él tendría derecho a un pleito con pago de daños y perjuicios, pues, cumplido el anhelo de mi corazón, de haber visto Peñaflor, quería dejar la ciudad por la tarde, y tuve miedo de ser retenida como testigo. ¡Tal es nuestro egoísmo!

G. ADAMS-FISHER.

Madrid, 15 de febrero, 1924.

ASSOCIATION ACTIVITIES

The regular meeting of the Modern Language Association of Southern California will be held at the Long Beach High School on April 26th. The conference of the two sections will not meet simultaneously as heretofore. The program for the day is as follows:

THE FRENCH SECTION

11 o'clock—"La Méthode Socratique pour Interpréter la Pensée française dans les Contes et Recits."

Mlle Longé, University of California, Southern Branch.
Un Voyage en France.

Mrs. Margaret MacGiff, Sentous Junior High, L. A.
Chants et Poesies.

Department pupils, Long Beach High.

12:15 JOINT SECTION LUNCHEON. (Per cover, \$1.00; reservations at Headquarters up to April 24th.)

Addresses and Musical Numbers.

Short Business Meeting.

THE SPANISH SECTION

(L. A. Chapter A. A. T. S.)

1:15 *The Mexican Community Players.*

The Annual Election of Officers.

TALKS ON SOUTH AMERICA

An assembly of Spanish teachers from Los Angeles and nearby towns met in the department auditorium of the University of Southern California, on Saturday morning, March 1, to listen to instructive and timely talks on South America by the Consul of Argentine Republic, Mr. Henry Niese, and Mr. C. Scott Williams of Hollywood High School. Between the lectures, which were delivered in the Spanish language, were given a selection of Spanish songs by Miss Katherine Stilwell, of U. S. C., dressed in Spanish costume.

Though Mr. Niese came from a sick bed to deliver his promised lecture, his story of how Argentina has developed in the last 20 years was given in such clear and vigorous Spanish that every one present was delighted. His topic was "La Tierra de Promisión." When he had finished he had convinced us that the great Republic under the Southern Cross, pioneered by Spaniards and Italians, chiefly, is still a land of great promise.

Mr. William's talk was a exhortation to Americans to try harder to understand the view-point of the South American people, to co-operate with them, and to foster the "get-together" spirit that all the Republics are developing. It is to be regretted that more Spanish teachers were not present. Not all can take the trips into Spanish-speaking lands, such as the one conducted by Mr. Williams last summer into Mexico, and one by Prof. Roy Schultz to Spain, this summer, but a large number of the 300 teachers near and in Los Angeles could come to such a helpful meeting as the one here recorded. Let's have some more, wherever there is a chapter of the A. A. T. S. There are good speakers at all big centers in the United States, and there should be more chapters.

C. D. CHAMBERLIN.

Julia Lathrop Junior High School,
Santa Ana, California.

ORANGE COUNTY MODERN LANGUAGE CONFERENCE

On Saturday, March 22nd, there was held in the Julia Lathrop Junior High School in Santa Ana the first of a series of county Modern Language Conferences, attended by some twenty-five teachers and lasting from 10 in the morning until 5 in the afternoon. The Conference was arranged for by Miss Lella Watson, supervisor of languages of the Santa Ana city schools, and the Santa Ana language teachers provided, through the Domestic Science department of the Julia Lathrop Junior High School, a most hospitable luncheon.

The Conference was fortunate in having present for the entire day Mr. Carleton A. Wheeler, supervisor of Modern Languages for Los Angeles City. With his years of experience in the classroom (which he always made a laboratory of mechanical and visual devices), and with his several years of supervision of the teaching of "this most difficult of subjects, a modern language," his information and advice was most opportune.

On the program for the day were Miss Ruth Frothingham of Santa Ana High ("Grammar Features"); Miss Geneva Johnson of Fullerton ("Third Year Work"); Miss Mable Sharp, also of Fullerton ("Review Methods").... and Miss Mary Swass of Santa Ana ("The Teaching of Pronunciation"). Discussion followed each paper and the value and liveliness of the "Socratic" method was evident throughout the day.

The Orange County teachers have the conviction that if modern foreign languages are to continue in favor, there must be a better knowledge of classroom methods. Superior students must be used more in the future to assist in lesson development. More enthusiasm must be developed. Entire classes must be inspired to love the study of foreign language. To help bring all this about in Orange County, Miss Watson was directed by the Conference to appoint a committee which should draft a set of regulations for guidance in forming an Orange County Council of Teachers of Modern Languages, to meet at regular intervals. Problems to be discussed will include Uniform Grading, Standard Vocabulary, Visual Devices, Laboratory Methods, Time-saving Devices, Blackboard Practice, and Competitive Stimulus.

If every city has a ministerial union, a "Ford Salesmen" meeting every week, a Rotary, a Kiwanis, or other business club to build up optimism and business enthusiasm, why should not the language teachers above all other teachers have a similar series of meetings? And why should not this proposed Council gather up from its meetings material for the MODERN LANGUAGE BULLETIN OF SOUTHERN CALIFORNIA, in order to give wider and more permanent value to the papers and discussions brought into being by the Council? The BULLETIN is rapidly becoming a distinctive medium for disseminating inspirational and instructive information to a much larger field than Southern California. Let us all assist its editor, who gives ungrudgingly of his time and thought, to still further increase the effectiveness of our publication. And not only the BULLETIN, but every other modern language "trade paper" that has a real message for us as teachers; surely every one of us should have the MODERN LANGUAGE JOURNAL at hand, and every teacher of Spanish be a part of the American Association of Teachers of Spanish and become familiar with the up-to-date thoughts put forth in its journal, HISPANIA.

One further thought suggested by the Orange County conference is this: that the teachers of any given subject should consciously work to interest their principals and superintendents in their problems and in their efforts to solve them. No small part of the success of this meeting at Santa Ana was due to the cordial co-operation of the City Superintendent Cranston and of the High School principals Nelson, Kellog and Hammond. And they are ready to aid us in every way in our future conferences.

C. D. CHAMBERLIN.

*Frances Willard Junior High School,
Santa Ana, California.*

A CONFERENCE ECHO

As one of those present at the county Modern Language conference held at Santa Ana on Saturday, March 22nd, I cannot refrain from sending to the BULLETIN a few words of appreciation from an "outsider" for the privilege of partaking in this all-day discussion of Modern Language problems.

The atmosphere of the meeting was so professional, yet so cordial and easy; the arrangement of topics and speakers was so informal, yet so productive of interest and of response from others present; and the scope of the topics treated so well calculated to show the need and value of such semi-informal conferences, that the day stands out as a distinct "red letter day" in my memory. It was with the best of logic and of practical demonstration in the background, that the assembled teachers voted to form an Orange County Conference of Modern Language Teachers which should arrange for similar meetings at intervals of one or two months.

Such meetings as these will help to free forward-looking, 20th century teachers from the tendency to which too many succumb in these busy days of an over-burdened civilization,—the tendency to withdraw into one's own little apartment and live the life of a hermit,—at least as far as co-operation with one's fellow-teachers is concerned. Surely, if all business concerns which show the marks of definite progress in the conduct of their affairs find it advisable and necessary to arrange constant conferences between the various classes of their employes, teachers in their much more difficult and much more exacting "business" are summoned by their ideals to at least an equal appreciation of the value of "esprit de corps" and of that sort of "keeping up with the times" which can only come to them effectively,—and inspirationally,—through mutual assistance and suggestion.

Had the notice of this meeting and the kind invitation of Miss Watson to the teachers of Los Angeles to attend, if they desired, reached us earlier, I feel sure more would have been glad to make use of the opportunity. We shall watch with interest further developments of the conference idea.

CARLETON A. WHEELER.

THE PACIFIC FEDERATION OF MODERN LANGUAGE TEACHERS

The letter and questionnaire sent out by the temporary Pacific Federation Committee in March to modern language teachers in public and private schools and in colleges and universities of the eight states in the far west is meeting with very promising response. It has been difficult to get all the names, owing to the necessity of sending second and even third requests to principals and registrars for names of present teaching staff. This preliminary work and the mailing of the announcement and questionnaire is now practically completed and the returns are still coming in daily. In the near future those who have manifested an interest in the plan will receive a summary of results and further suggestions. A report will also be made at the April meeting of the M. L. A. S. C.

THE LANGUAGE CALENDARS

Miss Kent's committee on a "Spanish Calendar" for 1925 has been hard at work and has the general plan for the calendar practically settled. A statement will soon be sent to those who have shown an interest in the undertaking, explaining steps already taken and giving data for those students who may desire to enter the contest for the illustrative designs to be used. Any who have forgotten to send word to the committee should do so at once.

The calendar under consideration by the French Section is not quite so far along, but replies received from the teachers indicate a lively interest in the project. Plans are being considered and will be announced shortly to those who have responded to the inquiry of the committee. Those who have failed to reply, but who are interested, should so inform the committee at once, sending word to Madame Louise Nevraumont, Manual Arts High School.

BRIEF BOOK NOTICES

"LE GRAND MEAULNES," *Alain Tournier*.
Scribner's, 1924.

Cette histoire démontre la vie d'élèves (jeunes hommes) de l'école et du Cours supérieur de Sainte Agathe. Le style et le langage en sont d'une extraordinaire simplicité; je le recommande pour les élèves de 2e et 3e année. L'auteur ne pense à rien de plus que ce qu'il veut montrer, chaque phrase est active même on ramène un point ou en détourne. Les paysages naissent du simple mouvement des personnages pour les aborder ou les quitter. Il ne faut pas oublier que l'auteur fut poète avant d'être romancier et qu'il était doué d'illusions. Aussi Jacques Rivière dit dans l'introduction qu'il ne sait rien dans la littérature qui soit si plein à la fois d'autant de rêves et d'autant de fuites et d'évanouissements que le Grand Meaulnes. Rien qui soit en même temps aussi enchanté et aussi désenchanté; plaisant, touchant, sans être trop triste. Comme l'auteur sait bien peindre *l'adolescence* qui imagine et projette, puis l'amour innocent et si sincère. Comme il montre le cœur des jeunes gens, leur songe, leur industrie, leur ambition trahie leur défiance de la vie, leur virilité! Ce récit si plein de mystère, est de ceux qui plairont le plus à l'imagination des étudiants. L'auteur a disparu trop vite, hélas! Il fut tué pendant la Grande Guerre, à la bataille de la Marne à l'âge de 28 ans, lieutenant de la 67e division de réserve. Il nous a légué ce livre mystérieux et touchant, si intéressant, comme seule relique; c'est comme le reflet de son âme et tous les élèves le liront avec grand intérêt, j'en suis sûre.

"LA FRANCE ET LES FRANÇAIS," *M. S. Pargment*.
Macmillan, 1923.

Ce livre a pour objet de fournir aux étudiants quelques notions simples sur l'histoire de France, sur les choses et les gens de France, de faire mieux connaître ce vieux pays d'Europe, tel qu'il est. L'auteur ne dit rien qui ne soit rigoureusement exact, il a seulement voulu éclairer le jugement. Il s'est efforcé d'être impartial. Il a visé à être aussi clair et intelligible que possible, et le style en est parfait. Ce livre est un guide pour l'esprit comme pour les pas du voyageur. Il est illustré de nombreuses gravures très fines. L'on y parle de Jeanne d'Arc, de l'agriculture, du commerce et de l'industrie, de Paris et des ses grandes institutions, ses parcs et ses grands magasins, etc., du quartier latin, des environs de Paris aux sites charmants et variés. L'on y parle aussi d'autres grandes villes importantes, puis du caractère des Français, de la famille française, des usages de politesse, etc., de l'éducation et de l'instruction, de la langue française. Enfin, du théâtre et de la littérature française, des arts et des sciences. Les étudiants auront grand plaisir et profit à lire ce livre que je recommande chaleureusement, il est très facile à lire et intéressera les élèves de la fin de la 2e année, 3e et 4e année. Il contient de nombreuses questions et un très bon vocabulaire.

LOUISE NEVRAUMONT.

"HISTORIA DE ESPAÑA," *M. Romera-Navarro.*

D. C. Heath and Co., 1924.

Most opportune is the advent of Professor Romera Navarro's "*Historia de España*." In the two hundred and twelve pages the author has compressed the history of Spain from earliest times to the present day; and this he has done in a simple, non-pedantic way, that makes the book delightful reading even for the reader who may not like history.

Another point, worthy of note is that the author has not used any fact—"que no esté basado en las últimas investigaciones y sostenido por la autoridad de algún respetable tratadista" de la historia española.

While showing the pride natural to the Spaniard in the glorious part Spain has taken in the development of the world's civilization, he does not gloss over her frailties but gives us, in a truly remarkable way in so small a volume, the spirit, the point of view in politics, religion and colonization of the Spanish race, thus giving a comprehension of many of the facts in their history. The stress has been laid on that part of the history in which America is most interested.

The language is simple and lucid as befits the subject. There are no long, involving sentences; neither is there pandering to the stupid desire for "easy" reading.

The arrangement of the book is admirable for high school work,—possibly beginning in the A 10 Spanish classes. It can be used as a reader. The chapters are short with a brief summary for each one, with a questionnaire.

The little volume is rich in pictures—not the usual hackneyed ones, for which the writer is very grateful.

The notes and vocabulary are full. The addition of a table of the cardinal and ordinal numbers reminds us that dates are important. It is to be hoped that this admirable book will be read and studied as it deserves to be. It will serve to clear up many misunderstandings between the Old World and the New and also to foster friendship among the nations on the two Americas.

KATHERINE M. KENT.

"LA FRANCE QUI CHANTE," *Moore and Bennett.*

D. C. Heath and Co., 1924.

This book offers to the teacher of French an invaluable collection of French songs, unique in its variety and completeness. In addition to the wide choice made possible by sixty-one songs of eleven classifications, there is much to be said for the songs themselves.

Infectious spontaneity is their basic note. A more profitable diversion from the ever-threatening possibility of monotony in classwork cannot be imagined. It is natural for young people to sing and they will find no material more delightful than that embodied in this collection.

The possession of a single song as beautiful and as inspirational as "Minuit, Chrétien" is sufficient to make any student feel that his work in the language offers soul-satisfying possibilities.

Through the aid of this collection we glimpse the heart of France, and what better point of departure for the more mature study of her civilization?

CATHERINE STEWART.

"DIX CONTES," *Coppée.*

D. C. Heath and Co., 1923.

The selections are well chosen. The editing is clear, careful and interesting. Notes are indicated by the usual Heath plan of indexing words of the text with numbers. The book would be suitable for fourth year students in high school. It might also be used in the third year. The style, as is usual with Coppée, is simple and direct. The vocabulary is somewhat extensive. Following is the list of stories and sketches in the book: Maman Nunu, Les Vice du Capitaine, Le Remplacant, Un Enterrement Dramatique, Le Couché du Soleil, Le Bon Crime, L'Adoption, Le Morceau de Pain, Guignol, Le Pain Cher.

(Continued on page 26)

POETS, POSTAGE STAMPS AND PEDAGOGY

Stamp collectors are fond of prattling about the educational value of philately, the knowledge of geography, history and Heaven knows what else which they obtain by studying their stamps. Many years' acquaintance with collectors thoroughly convinces me that such talk is all superheated, as not one collector in a thousand knows anything about his stamps, other than the fact that they may be used to fill spaces in an album. What collectors mean when they indulge in such platitudes is that stamps *could* teach such things if they were allowed to do so.

Many years' contact with boy collectors during my teaching experience showed me just as certainly that the boy collector of stamps did not acquire any more general information than his elders, but he knew what countries had issued "triangles" and "pictures," and tried to obtain such stamps, and here lies the opportunity to make something of philately, or rather, to make philately do something for education.

Stamp-designs picture almost every conceivable object, and with such an array of material it should be easy for the teacher who desired to make the trial to obtain some excellent results from stamp topics, as this would result in stimulating collector-pupils to air any knowledge they might have obtained, or to acquire it in order to parade the benefits of their hobby.

There is no reason why we should condemn stamp collecting even if it does not stimulate the pursuit of knowledge, as the collecting instinct is a natural one, and much may be said in favor of a pastime which enables its devotees to store their treasures in the space required by a book, instead of requiring a warehouse, say, for a collection of antique stage-coaches or mounted dinosaur skeletons.

However, the actual usefulness of stamps may be amply demonstrated, especially in connection with the teaching of modern languages. The inscriptions of value, names of countries, and other words on stamps inevitably lead the collector to draw certain conclusions in comparative philology, but it remains for language teachers to make the keenest use of this propensity.

In the case of those countries which have issued stamps depicting poets, scientists, or other notables, there is the golden chance to kindle interest in language, literature, biography, and the stamps themselves, all at once.

Spain's wonderful Cervantes issues, showing not only the poet himself, but a series of ten scenes from Don Quixote; Italy's Dante commemoratives; Bulgaria's superb Vasoff issue; Poland's tribute to Paderewski; Austria's series depicting seven music masters—Haydn, Mozart, Beethoven, Strauss and others; Hungary's beautiful Petofi issue—these are some of the literati who have had their fame perpetuated by stamps. A few scientists have been honored similarly—Pasteur by France, and Dr. Bally, the great sanitary engineer, by the French African colonies. The Argentine has similarly honored Sarmiento, its first Superintendent of Schools, so teachers should not feel that they have been entirely neglected!

Los Angeles, California.

CHAS. S. THOMPSON.



FIELD NOTES

(Items of department activities are solicited for this column. The fullest co-operation is desired. Each school should be represented regularly.)

At San Pedro High School (L. A.) a Spanish Club has been formed. Its name is "La Gaviota." One of the first acts was to make a present to the school paper, "The Fore and Aft," of a set of Spanish printing type to be used in a Spanish column that the Club will edit in the same paper.

The language department of the recently opened Belmont High School, (L. A.) now consists of one French, one Latin teacher and three Spanish teachers. The pupil enrollment in the department is 456, out a total of 1,030 for the school,—distributed as follows: Latin, 143; French, 46; Spanish, 267.

The classes in French and Spanish at John Muir Junior High (L. A.) conduct a short daily drill as follows: Certain students write at the top of each section of the black-board questions and statements, e. g., "Nombre Ud. los días de la semana," Nombre Ud. las tres comidas. "Escriba Ud. 135, 257, 63, 515." "Escriba Ud.: This is mine (book);" "we write to him," etc., etc.

Modern language clubs in Long Beach Polytechnic High number three: A French Club for elementary students, a Club for third and fourth year students, and a large and progressive Spanish Club, named "Los Conquistadores," of 120 members. The latter holds one meeting each month, each program under the direction of a member of the Spanish faculty. The programs have been varied in nature, ranging through Spanish bazaars, dramatic performances, a "Piñata" at Christmas time, a Mexican "Cenita," and an exhibition of curios and objects of art from Spanish-speaking countries. Proceeds are being accumulated for the purchase of wall pictures for the class-rooms. Professor Schulz of U. S. C. kindly undertook the commission to acquire pictures while in Spain.

The Spanish Club of Chaffey Union High spent a Saturday recently visiting the Pío Pico (last Spanish governor of California) home in Whittier. From there they went to the "Mission Play" in San Gabriel.

Members of two of the second year classes in Spanish at this same school have dramatized Taboada's "La Herencia de D. Hilarión." They have called their play "La Caja de Caoba."

"Le Cercle Francais" of Glendale Union High School presented a very spirited interpretation of Moliere's "Le Bourgeois Gentilhomme," on February 15th. A ballet, orchestra and solo numbers completed the evening's entertainment, directed by Miss MacElree.

The enrollment in the Department of German at the University of Southern California is steadily increasing. Students in Chemistry, Chemical Engineering, Physics, Mathematics and Biology find a reading knowledge of German indispensable for the more advanced work in these subjects.

"Fleur de Lis" of Manual Arts High (L. A.) contributed to the monthly "Causeries" the amusing dialog, "Tuons le Coq," and some musical numbers.

"La Puerta de Sol" of Manual Arts High (L. A.) at its regular March meeting enjoyed two skits, "Niños Especiales" and "La Higiene de los Literatos," aided by simple costuming and stage props. The players were from Mrs. Moir's fourth year class and acquitted themselves most acceptably and to the distinct enjoyment of an appreciative audience.

The Senior A class at Manual Arts High (L. A.) adopted as its distinctive head-gear nothing less than the "chambergo," a particularly festive form of sombrero. With such weekly reminders of Castile and the days of Carlos II on the campus of an American metropolitan school the cause of hispanic culture cannot perish! Next term's enrollment in Spanish is to be carefully checked against excessive repletion due to such inordinate propaganda!

President Coolidge has nominated Professor Alfred J. Pearson of the Modern Language Department of Drake University, Iowa, to be United States Minister to Poland, succeeding Mr. Hugh Gibson of Los Angeles.

Professor Maro Jones at Pomona offers in connection with his course on South America, one in elementary Portuguese, one hour per week, open to all students (and others) interested.

Professor and Mrs. Bissiri of the Romanic Department at Pomona will conduct an European party this summer, as two years ago under the auspices of Temple Tours.

The Northern Chapter of the A. A. T. S. held its regular meeting Saturday, March 8, in San Francisco. A large audience assembled to hear the splendid program arranged by Mr. Nels Johnson of the Oakland Technical High School. According to the plans started by the President, Miss Nina Jacobs, each locality or city takes its turn in preparing the program. We are finding this a very successful arrangement.

After a brief business meeting, the Spanish Glee Club, under the direction of Miss Helen Haist, presented a group of well-rendered Spanish songs. The young ladies were dressed in Spanish costumes and made a very pleasing appearance. We then listened to an exceedingly eloquent and unusually interesting address by Mr. Fernandez Sanchez on "Amado Nervo." Mr. Sanchez is the pastor of the Baptist Mexican Church of Oakland. Professor E. C. Hills then gave us a brief report of the National Survey of Modern Language Teaching which is being carried out by a committee of the Carnegie Foundation.

FRANCIS MURRAY.

Trips abroad with college credit may be taken by students enrolled in the extension courses offered by the New York State Normal School at Buffalo. As a background for these trips a special course is offered in each of three subjects—European history, art appreciation, and English literature. Three European tours have been planned for next summer. They may take the English literature tour alone or the European history tour and arts tour combined, or all three tours together. Credit for the work is given by the University of Buffalo.—School Life.

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(Continued from page 21)

"LECTURAS ELEMENTAIRES AVEC EXERCISES,"

M. A. Luria and Victor Chankin. Drawings by Herbert Deland Williams
Holt and Co., 1924.

This book is much like Luria's "Lecturas Elementales," recommended by the "Instituto de las Españas" for club work. The following are some of the chief features of the book: Class-room expressions, "How to Study," addressed to the student; careful graduation of reading selections; a vocabulary, most of which is found in the standard list of the N. Y. Society for the Experimental Study of Education; gradual introduction of new tenses, recapitulation of idioms after each lesson; skillful questionnaires, verb drill in which the student is referred to verb appendix; word study by drill on antonyms, synonyms, and related words, idiom drill; drill on agreement of adjectives; drill on single and double object pronouns; picture study; use of the Gouin series or theme method; drill on pronunciation through words arranged in phonic groups; playlets based on anecdotes previously worked over; games; club meetings; vocabulary review of 75 words at the end of every fourth lesson; a list of proverbs. The print is large and the appearance of the book is attractive. It could be used to good advantage in the second or third semester of junior or senior high school French.

B. C. BENNER.

Backward pupils in New York City high schools will henceforth be required to take a simpler course than the other pupils. When the new term opens in February the boys and girls in the lowest fifth of the school group will take modified courses in which science and manual work will be substituted for the usual mathematics and modern languages. Programs will be arranged so that backward pupils will have either extra recitations or more time for supervised study and individual instruction. Elimination of mathematics and modern language will leave time for this extra work. Typewriting, shop work, biology, and general science will be on the programs for the various modified courses, the administration of which will be at the discretion of the principals.

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For further information about courses, the 1924 circular will be sent to you on request.

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